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ABSTRACT

This curriculum guide presents the 25 standards that are indicators of responsible citizenship for Michigan students. The standards are pursued at every grade level of the curriculum. The standards are grouped into seven broad categories, called strands, and include: (1) historical perspective; (2) geographic perspective; (3) civic perspective; (4) economic perspective; (5) inquiry; (6) public discourse and decision making; and (7) citizen involvement. Each strand is further subdivided and presents benchmarks of achievement for each standard. Benchmarks are offered for early elementary, later elementary, middle school, and high school. (EH)

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SO 028 577

Michigan Framework for Social Studies Education

Content Standards



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1

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I. THE PURPOSE OF SOCIAL STUDIES

As a subject area of the curriculum for Michigan schools, social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding is knowledge of social aspects of the human condition, how they have evolved over time, the variations that occur in differing physical environments and cultural settings, and the emerging trends that appear likely to shape the future. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

To develop social understanding and civic efficacy, the social studies curriculum builds four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation. Each capacity contributes uniquely to responsible citizenship.

Disciplinary knowledge is used by students to construct meaning through understanding of powerful ideas drawn primarily from the disciplines of history, geography, American government, and economics. The meaning students construct shapes their perspectives for understanding society and informs their judgments as citizens.

Thinking skills necessary for effective involvement in public life are practiced and improved within the social studies curriculum. Students use the methods of social science, aided by appropriate technologies, to gather, interpret, and analyze information. Their ability to engage in civic discourse is improved by using the skills of oral and written expression. They also learn to evaluate alternative views when making decisions, both individually and collectively, about matters of public concern.

Respect for the underlying values of a democratic society is developed through effective social studies education. As a result, students comprehend the ideals of democracy, cherish them, and strive to live their lives in accordance with them. A reasoned commitment to democratic values motivates citizens to safeguard their rights, to fulfill their responsibilities as citizens, and to honor the dignity of all people.

Citizen participation experiences stimulate interest in public affairs and strengthen competencies for self government. Students are encouraged to inform themselves about public affairs and to become active participants in civic life rather than passive bystanders. They are urged to uphold the rule of law in their personal and social lives and to challenge wrongdoing. Efforts to advance their views about local, national, and international policy through political action are supported by the curriculum. Through service learning, the social studies curriculum equips students to improve their communities and to realize the civic virtue of serving.

Social studies education for responsible citizenship is a compelling priority if we expect to sustain our constitutional democracy. Young people must be educated to understand the complexities of human society and to govern themselves competently. It is upon these pillars that responsible citizenship rests.



II. SOCIAL STUDIES STRANDS AND CONTENT STANDARDS

The social studies curriculum should be designed so that students meet 25 standards that are indicators of responsible citizenship. These standards, expressed as attributes we envision for our graduates, are the intended results of students' experience with the curriculum. Students make continuous progress toward meeting the standards at each level of schooling. All of the standards are pursued at every grade level of the curriculum from kindergarten to graduation. Although the standards refer to areas of knowledge and skill that no one ever masters completely in a total sense, benchmarks are established for each standard to designate clearly what students are expected to know and be able to do by the end of the primary grades, the upper elementary grades, middle school, and high school. This part of the Framework introduces the standards. They are grouped into seven broad categories called strands. The wording of the standards as adopted by the State Board of Education appears here in italics. The next part of the Framework will present benchmarks for each standard.

Strand 1 Historical Perspective - Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.

A rich historical perspective begins with knowledge of significant events, ideas, and actors from the past. That knowledge encompasses both our commonalities and our diversity exemplified by race, ethnicity, social and economic status, gender, region, politics, and religion. Meaningful understanding of the past involves the integration of historical knowledge and thinking skills. Neither historical knowledge nor thinking develops independently of the other. If our decisions in contemporary life are to be guided by knowledge of the past, we must learn to engage in historical reasoning, to think through cause-effect relationships, to reach sound historical interpretations, and to conduct historical inquiries. Over time and in varying contexts, students develop an increasingly sophisticated historical perspective by drawing upon the following fields of historical thinking:

Standard 1.1 TIME AND CHRONOLOGY

Chronological thinking is at the very heart of historical reasoning. Without a clear sense of historical time we are bound to see events as one great tangled mess. Events must be sequenced in time in order to examine relationships among them or to explain cause and effect.

All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: the meeting of three worlds (beginnings to 1620); colonization

and settlement (1585-1763); Revolution and the new nation (1754-1815); expansion and reform (1801-1861); the Civil War and Reconstruction (1850-1877); the development of the industrial United States (1870-1900); the emergence of modern America (1890-1930); The Great Depression and World War II (1929-1945); post-war United States (1945-1970); and contemporary United States (1968-present).

Standard 1.2

COMPREHENDING THE PAST

Reading accounts of human events with understanding requires recognition of chronological sequence - the beginning, middle, and end of a story. Comprehension also requires identification of the characters involved, the situation or setting in which the narrative takes place, and the sequence of events through which the story unfolds including the initiating event(s) and the results.

All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.

Standard 1.3

ANALYZING AND INTERPRETING THE PAST

History is not a succession of facts marching to a settled conclusion. Written history is a human construction, and conclusions about the past are tentative and arguable. Documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, and other fragments of the past are subject to analysis and interpretation. Credible reconstruction of the past draws upon a variety of records and compares interpretations that reveal more than one perspective on events. One can engage in "doing history" by assessing historical narratives written by others or by creating a narrative from evidence that has been compiled, analyzed, and interpreted.

All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

Standard 1.4

JUDGING DECISIONS FROM THE PAST

At critical turning points in history, we sometimes encounter key decisions that were made at the time. By entering personally into such moments we can confront important issues of an era. When revisiting these issues, we can analyze the interests and values

held by those caught up in the situation, consider alternative choices and their consequences, assess the ethical implications of possible decisions, and evaluate the decision made in light of its long-term consequences revealed in the historical record.

All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.

Strand 2 Geographic Perspective - Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.

Knowledge of geography enables us to analyze both the physical features and the cultural aspects of our world. By helping us understand relationships within and between places, a geographic perspective brings an understanding of interdependence within local, national, and global communities. Over time and in varying contexts, students construct an increasingly sophisticated geographic perspective organized by the following themes:

Standard 2.1

DIVERSITY OF PEOPLE, PLACES, AND CULTURES

The mosaic of people, places, and cultures expresses the rich variety of the earth. Natural and human characteristics meld to form expressions of cultural uniqueness, as well as similarities among peoples. Culture is the way of life of a group of people including language, religion, traditions, family structure, institutions and economic activities.

All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.

Standard 2.2

HUMAN/ENVIRONMENT INTERACTION

Understanding human/environment interaction enables one to consider how people rely on the environment, how they alter it, how it may limit what they are able to do, and the consequences of actions for both people and the natural environment.

All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.

Standard 2.3**LOCATION, MOVEMENT, AND CONNECTIONS**

Locations are connected by different transportation and communication networks that channel the movement of people, goods, and information. Location of places along the networks is important in analyzing why some places are different in size and complexity from other places, what connections have developed, why movement occurs, and the consequences of different types of movement.

All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

Standard 2.4**REGIONS, PATTERNS, AND PROCESSES**

The world can be viewed systemically or regionally. Climatic, economic, political, and cultural patterns are created by processes such as climatic systems, communication networks, international trade, political systems, and population changes. A region is an area with unifying characteristics. By defining regions we are able to divide the world into parts in order to study their uniqueness and relationships.

All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.

Standard 2.5**GLOBAL ISSUES AND EVENTS**

Places are interconnected by global processes. Throughout the world, people are increasingly linked by physical and human systems. Interdependence can be understood through the study of events that have significance beyond regional or national boundaries.

All students will describe and explain the causes, consequences, and geographic context of major global issues and events.

Strand 3

Civic Perspective - Students will use knowledge of American government and politics to make informed decisions about governing their communities.

Knowledge of government enables individuals to define the roles of citizens within a constitutional democracy and to compare the American system of government with other systems. Civic knowledge builds understanding about the exercise of power. With knowledge of government and politics, citizens are equipped to evaluate domestic and international policy and to exert influence in public affairs. Over time and in varying contexts, students construct an increasingly sophisticated civic perspective organized by the following themes:

Standard 3.1

PURPOSES OF GOVERNMENT

All societies establish governments to serve intended purposes. The purposes served by a government and the priorities set have significant consequences for the individual and society. In order to accomplish their purposes, governments organize themselves in different ways.

All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes and assess their effectiveness.

Standard 3.2

IDEALS OF AMERICAN DEMOCRACY

American constitutional democracy is founded on a core set of values expressed in the nation's foundational documents. A shared commitment to these values bonds Americans with a common identity and provides social cohesion. Political and legal processes are created to clarify the meaning of values in the American creed and to resolve conflicts between those values.

All students will explain the meaning and origin of the ideas, including the core democratic values, expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.

Standard 3.3

DEMOCRACY IN ACTION

In a free society there are inevitable conflicts that arise from the clash of various interests, perceptions, and beliefs. Responsible citizens learn to confront these conflicts and to work toward resolving them within the boundaries of democratic procedures.

All students will describe the political and legal processes created to make decisions, seek consensus, and resolve conflicts in a free society.

Standard 3.4**AMERICAN GOVERNMENT AND POLITICS**

The American system of government is based on shared power. Citizens who operate effectively within the federal system understand its institutions and how to work within them.

All students will explain how American governmental institutions at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.

Standard 3.5**AMERICAN GOVERNMENT AND WORLD AFFAIRS**

The United States is part of an interconnected world which requires citizens to understand how the world is organized politically, the process by which foreign policy is formulated, and the roles that our nation plays in the international arena.

All students will understand how the world is organized politically, the formation of American foreign policy, and the roles the United States plays in the international arena.

Strand 4 Economic Perspective - Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.

Knowledge of economics enables us to understand and consider potential implications of the basic scarcity problem faced by all societies: unlimited wants in pursuit of limited resources. This problem requires economic decisions on matters ranging from personal finance to international trade. Each decision involves both short and long term benefits as well as costs. When we act upon our choice, the loss of the next best alternative is our opportunity cost. Individuals, households, businesses and governments all face choices in attempting to satisfy unlimited wants from scarce resources. Successful economic decisions require a thorough examination of alternative choices and the anticipation of both intended and unintended consequences.

Standard 4.1**INDIVIDUAL AND HOUSEHOLD CHOICES**

The quality of individual decision making is crucial to the effective operation of the economic system and to the personal well-being of its members. Consumer decisions regarding the purchase, use and disposal of goods and services are shaped by economic forces. As workers, consumers, savers, and investors, individuals

confront scarcity and the opportunity costs (loss of the next best alternative) of their choices.

All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services, and affect the economic well-being of individuals and society.

Standard 4.2

BUSINESS CHOICES

Businesses confront both scarcity and opportunity costs. They make decisions in organizing production, using resources, and supplying the marketplace that have individual and societal consequences. Their choices are affected by the incentives they face and the conditions in which they operate.

All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.

Standard 4.3

ROLE OF GOVERNMENT

Government decisions on taxation, spending, public goods, and regulation all impact what is produced, how it is produced, and who receives the benefits of production. Governments also make efforts to resolve economic disputes and problems.

All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.

Standard 4.4

ECONOMIC SYSTEMS

Individuals, businesses and governments construct systems for producing, distributing, and consuming goods and services. These systems coordinate economic decisions, facilitate exchange, and encourage specialization in the marketplace. They are constantly evolving as we continue to confront scarcity.

All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

Standard 4.5**TRADE**

The voluntary exchange of goods, services, and payments between individuals, regions, and nations is the basis for economic development. The resulting interdependence creates both benefits and challenges for individuals, producers, and governments.

All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.

Strand 5 Inquiry - Students will use methods of social science investigation to answer questions about society.

Inquiry, an essential component of effective decision making, is the process of investigating problems of significance to society. Some problems can be sufficiently examined through the lense of a single discipline. Other problems, by their very nature, encompass more than one discipline. If citizens are to make sound decisions in efforts to solve social problems, they must learn how to pursue data, think critically, and communicate their findings effectively. Over time and in varying contexts, students will improve their ability to use the following procedures:

Standard 5.1**INFORMATION PROCESSING**

The ability to acquire information from books, maps, newspapers, data sets, and other sources, skill in organizing and presenting information in maps, graphs, charts, time lines, and the ability to interpret the meaning and significance of data all continue to be vital skills. In addition, technology has become a critical part of the information age. Students must have experiences in using computers, media, and telecommunication technology to access and process information.

All students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and time lines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

Standard 5.2**CONDUCTING INVESTIGATIONS**

Social science investigations usually begin with the clear statement of a question meaningful to the investigator. Gathering and organizing information from a variety of sources, interpreting and analyzing information, formulating and testing of hypotheses, and

reporting of results are subsequent steps of the inquiry process. Computers and other electronic technology may be used to access and manage information during an investigation and to report results. Investigations can be carried out by individuals or groups.

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.

Strand 6 Public Discourse and Decision Making - Students will analyze public issues and construct and express thoughtful positions on these issues.

Public issues are unresolved questions of policy that require resolution if people are to govern themselves coherently. They arise in all communities where members make decisions collectively. In order to foster informed consent of the governed, the social studies curriculum engages students in efforts to deliberate local, national, and international public policy issues of enduring importance. Over time and in varying contexts, students improve their ability to produce the following kinds of discourse:

Standard 6.1 IDENTIFYING AND ANALYZING ISSUES

Whether a public issue is local or global in scope, the process of resolution begins by stating the issue clearly as a question of policy. The origins of the issue are then traced: How did it become a matter of disagreement or dispute? In tracing the origins of the issue, various perspectives that people bring to it are acknowledged. Analysis then moves to identifying subordinate ethical, factual, and definitional issues that must be settled in order to resolve the policy issue.

All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.

Standard 6.2 GROUP DISCUSSION

In a democratic society citizens engage one another in face-to-face conversation about matters of public concern stemming from significant past and current events. Through such public talk they

clarify issues and work to resolve them by carefully considering opposing views, applying democratic values, and anticipating consequences.

All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.

Standard 6.3

PERSUASIVE WRITING

Coherently composing thoughts about civic issues requires clarification and refinement of thinking. To be persuasive, writing must reflect consideration of alternative perspectives on an issue and express a decision justified with reasoned arguments.

All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.

Strand 7 Citizen Involvement - Students will act constructively to further the public good.

To sustain a democratic society, we must produce citizens who are actively involved in public affairs and who regulate their own conduct virtuously. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly. Over time and in varying contexts, students will demonstrate:

Standard 7.1

RESPONSIBLE PERSONAL CONDUCT

Responsible citizens address social problems by participating constructively in their communities. They also consider the effects of their actions on other people and they act in accordance with the rule of law to meet their ethical obligations.

All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

Social Studies Strands and Standards

Strands

1. Historical Perspective	2. Geographic Perspective	3. Civic Perspective	4. Economic Perspective	5. Inquiry	6. Public Discourse and Decision Making	7. Citizen Involvement
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Standards

1.1 Time and Chronology	2.1 People, Places, and Cultures	3.1 Purposes of Government	4.1 Individual and Household Choices	5.1 Information Processing	6.1 Identifying and Analyzing Issues	7.1 Responsible Personal Conduct
1.2 Comprehending the Past	2.2 Human/Environment Interaction	3.2 Ideals of American Democracy	4.2 Business Choices	5.2 Conducting Investigations	6.2 Group Discussion	
1.3 Analyzing and Interpreting the Past	2.3 Location, Movement, and Connections	3.3 Democracy in Action	4.3 Role of Government		6.3 Persuasive Writing	
1.4 Judging Decisions from the Past	2.4 Regions, Patterns, and Processes	3.4 American Government and Politics	4.4 Economic Systems			
	2.5 Global Issues and Events	3.5 American Government and World Affairs	4.5 Trade			
	15					16

III. SOCIAL STUDIES STANDARDS AND GRADE LEVEL BENCHMARKS

Each of the seven strands of the social studies curriculum is identified, defined, and elaborated in the preceding part of this framework. For each strand a set of standards was introduced to establish expectations for student achievement. This part of the framework translates those standards into performances that students are expected to demonstrate at four points during their school careers: the end of early elementary school, later elementary school, middle school, and high school. Benchmarks specify what students are expected to know and be able to do to indicate satisfactory progress toward meeting the standards of the social studies curriculum. Standards and benchmarks are presented by strand.

Strand 1 Historical Perspective

Standard 1.1 (Time and Chronology)

Students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: the meeting of three worlds (beginnings to 1620); colonization and settlement (1585-1763); Revolution and the new nation (1754-1815); expansion and reform 1801-1861); the Civil War and Reconstruction (1850-1877); the development of the industrial United States (1870-1900); the emergence of modern America (1890-1930); The Great Depression and World War II (1929-1945); post-war United States (1945-1970); and contemporary United States (1968-present).

The following benchmarks are indicators of progress toward meeting this standard. Students will:

Early

Elementary 1.1.1 use analog and digital clocks to tell time.

1.1.2 use weeks, months, and years as intervals of time.

1.1.3 distinguish among the past, the present, and the future.

1.1.4 place events of their lives and the lives of others in chronological order.

Later

Elementary 1.1.5 measure chronological time by decades and centuries.

1.1.6 place major events in the development of their local community and the state of Michigan in chronological order.

1.1.7 place major events in the early history of the United States in chronological order.

**Middle
School**

1.1.8 construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.

1.1.9 describe major factors that characterize the following eras in United States history: the meeting of three worlds (beginnings to 1620), colonization and settlement (1585-1763), Revolution and the new nation (1754-1815), expansion and reform (1801-1861), and the Civil War and Reconstruction (1850-1877).

1.1.10 select a contemporary condition in Africa, Asia, Canada, Europe, and Latin American and trace some of the major historical origins of each.

**High
School**

1.1.11 construct and interpret timelines of people and events in the history of Michigan and the United States since the era of Reconstruction.

1.1.12 describe major factors that characterize the following eras in United States history: the development of the industrial United States (1870-1900), the emergence of modern America (1890-1930), The Great Depression and World War II (1929-1945), post-war United States (1945-1970), and contemporary United States (1968-present).

1.1.13 identify some of the major eras in world history and describe their defining characteristics.

Strand 1 Historical Perspective

Standard 1.2 (Comprehending the Past)

Students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | |
|-----------------------------|--|
| Early
Elementary | 1.2.1 identify who was involved, what happened, and where it happened in stories about the past. |
| | 1.2.2 describe the past through the eyes and experiences of those who were there as revealed through their records. |
| | 1.2.3 recount events from simple biographies of women and men representing a variety of societies from the past. |
| | 1.2.4 identify and explain how individuals in history demonstrated good character and personal virtue. |
| Later
Elementary | 1.2.5 summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan, and other parts of the United States. |
| | 1.2.6 use narratives and graphic data to compare the past of their local community, the state of Michigan, and other parts of the United States with present day life in those places. |
| | 1.2.7 recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan, and other parts of the United States. |
| | 1.2.8 identify and explain how individuals in history demonstrated good character and personal virtue. |
| Middle
School | 1.2.9 use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction. |

- 1.2.10 select conditions in various parts of the world and describe how they have been shaped by events from the past.
- 1.2.11 use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.
- 1.2.12 identify and explain how individuals in history demonstrated good character and personal virtue.

**High
School**

- 1.2.13 draw upon narratives and graphic data to explain significant events that shaped the development of Michigan as a state and the United States as a nation during the eras since Reconstruction.
- 1.2.14 select events and individuals from the past that have had global impact on the modern world and describe their impact.
- 1.2.15 identify and explain how individuals in history demonstrated good character and personal virtue.

Strand 1 Historical Perspective

Standard 1.3 (Analyzing and Interpreting the Past)

Students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | |
|-----------------------------|--|
| Early
Elementary | 1.3.1 use a variety of records to construct a narrative about their personal or family histories. |
| | 1.3.2 differentiate between historical facts and historical interpretations. |
| | 1.3.3 explain why accounts of the same event differ. |
| Later
Elementary | 1.3.4 use primary sources to reconstruct past events in their local community. |
| | 1.3.5 interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors. |
| | 1.3.6 compose simple narratives of events from the history of the state of Michigan and of the United States. |
| Middle
School | 1.3.7 use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation prior to the end of the era of Reconstruction. |
| | 1.3.8 analyze interpretations of major events selected from African, Asian, Canadian, European, and Latin American history to reveal the perspectives of the authors. |
| | 1.3.9 show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered. |
| | 1.3.10 compose narratives of events from the history of Michigan and of the United States prior to the era of Reconstruction. |

**High
School**

- 1.3.11 use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation since the era of Reconstruction.
- 1.3.12 challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.
- 1.3.13 select contemporary problems in the world and compose historical narratives that explain their antecedents.

Strand 1 Historical Perspective

Standard 1.4 (Judging Decisions from the Past)

Students will evaluate key decisions made at critical turning points in history by assessing their implications and long term consequences.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | |
|-----------------------------|--|
| Early
Elementary | 1.4.1 recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences. |
| | 1.4.2 evaluate decisions made by others as reported in stories about the past. |
| Later
Elementary | 1.4.3 identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the interests and values of those involved. |
| | 1.4.4 select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short and long term consequences of those decisions. |
| Middle
School | 1.4.5 identify major decisions in the history of Michigan and the United States prior to the end of the era of Reconstruction, analyze contemporary factors contributing to the decisions, and consider alternative courses of action. |
| | 1.4.6 identify major decisions in the history of Africa, Asia, Canada, Europe, and Latin America, analyze contemporary factors contributing to the decisions, and consider alternative courses of action. |
| | 1.4.7 identify the responses of individuals to historic violations of human dignity involving discrimination, persecution, and crimes against humanity. |
| | 1.4.8 select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives. |

**High
School**

- 1.4.9 identify major decisions in the history of Michigan and the United States since the era of Reconstruction, analyze contemporary factors contributing to the decisions, and consider alternative courses of action.
- 1.4.10 evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution, and crimes against humanity.
- 1.4.11 analyze key decisions by drawing appropriate historical analogies.
- 1.4.12 select pivotal decisions in United States history and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.

Strand 2

Geographic Perspective

Standard 2.1

(People, Places and Cultures)

Students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

Early Elementary

2.1.1 describe the human characteristics of places and explain some basic causes for those characteristics.

2.1.2 describe the natural characteristics of places and explain some basic causes for those characteristics.

Later Elementary

2.1.3 locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.

2.1.4 locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.

2.1.5 locate and describe the major places, cultures, and communities of the nation, and compare their characteristics.

Middle School

2.1.6 locate and describe the diverse places, cultures, and communities of major world regions.

2.1.7 describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.

2.1.8 explain why people live and work as they do in different regions.

High School

2.1.9 describe how major world issues and events affect various people, societies, places, and cultures in different ways.

2.1.10 explain how culture might affect women's and men's perceptions.

Strand 2 Geographic Perspective

Standard 2.2 (Human/Environment Interaction)

Students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | | |
|-----------------------------|--------|--|
| Early
Elementary | 2.2.1 | describe how people use the environment to meet human needs and wants. |
| | 2.2.2 | describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment. |
| | 2.2.3 | suggest ways the people can help improve their environment. |
| Later
Elementary | 2.2.4 | explain basic ecosystem concepts and processes. |
| | 2.2.5 | describe the location, use and importance of different kinds of resources and explain how they are created, and the consequences of their use. |
| | 2.2.6 | describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country, and explain the processes that created them. |
| | 2.2.7 | explain how various people and cultures have adapted to and modified the environment. |
| Middle
School | 2.2.8 | locate, describe, and compare the ecosystems, resources, and human-environment interactions of major world regions. |
| | 2.2.9 | locate major ecosystems, describe their characteristics, and explain the process that created them. |
| | 2.2.10 | explain the importance of different kinds of ecosystems to people. |

2.2.11 explain how humans modify the environment and describe some of the possible consequences of those modifications.

2.2.12 describe the consequences of human/environment interactions in several different types of environments.

**High
School**

2.2.13 describe the environmental consequences of major world processes and events.

2.2.14 assess the relationship between property ownership and the management of natural resources.

Strand 2 Geographic Perspective

Standard 2.3 (Location, Movement, and Connections)

Students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | | |
|-----------------------------|--------|---|
| Early
Elementary | 2.3.1 | identify locations of significance in their immediate environment and explain reasons for their location. |
| | 2.3.2 | identify people and places in other locations and explain their importance to the community. |
| | 2.3.3 | identify people, goods, services, and ideas in their local community which have come from other places, and describe why they moved. |
| Later
Elementary | 2.3.4 | describe major kinds of economic activity and explain the factors influencing their location. |
| | 2.3.5 | describe the causes, consequences, routes, and movement of major migration to the United States. |
| | 2.3.6 | explain how transportation and communication link people and communities. |
| | 2.3.7 | describe some of the major movements of goods, people, jobs, and information within Michigan and the United States and explain the reasons for the movements. |
| Middle
School | 2.3.8 | locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations. |
| | 2.3.9 | explain how governments have divided land and sea areas into different regions. |
| | 2.3.10 | describe how and why people, goods and services, and information move within world regions and between regions. |

- 2.3.11 describe the major economic and political connections between the United States and different world regions and explain their causes and consequences.

**High
School**

- 2.3.12 describe major world patterns of economic activity and explain the reasons for the patterns.
- 2.3.13 explain how events have causes and consequences in different parts of the world.

Strand 2 Geographic Perspective

Standard 2.4 (Regions, Patterns, and Processes)

Students will describe and compare the characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | | |
|-----------------------------|--------|---|
| Early
Elementary | 2.4.1 | identify regions in their immediate environment and describe its characteristics and boundaries. |
| | 2.4.2 | compare their community and region with others. |
| | 2.4.3 | describe changes in the region over time as well as presently. |
| Later
Elementary | 2.4.4 | draw sketch maps of the community, region, and nation. |
| | 2.4.5 | describe places, cultures, and communities in the United States and compare them with those in other regions and countries. |
| | 2.4.6 | describe the geography of Michigan at major times in its history and explain the reasons for its change. |
| | 2.4.7 | describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages. |
| | 2.4.8 | describe the Great Lakes ecosystem, and explain physical and human processes that act upon them. |
| | 2.4.9 | describe the geography of major United States regions, compare the regions, and explain the processes that created them. |
| Middle
School | 2.4.10 | draw a sketch map of the world from memory. |
| | 2.4.11 | locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia, and North and South America and the processes that created them. |
| | 2.4.12 | describe major patterns of world population, physical features, ecosystems, cultures and explain some of the factors causing the patterns. |

- 2.4.13 compare major world regions with respect to cultures, economy, governmental systems, environment, and communications.

**High
School**

- 2.4.14 explain how major world processes affect different world regions.

- 2.4.15 explain how major world regions are changing.

- 2.4.16 explain how processes like population growth, economic development, urbanization resource use, international trade, global communication, and environmental impact are affecting different world regions.

- 2.4.17 describe major patterns of economic development and political systems and explain some of the factors causing them.

Strand 2 Geographic Perspective

Standard 2.5 (Global Issues and Events)

Students will describe and explain the causes, consequences, and geographic context of major global issues and events.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | | |
|-----------------------------|-------|---|
| Early
Elementary | 2.5.1 | locate and describe major world events that are having an impact on their community and explain why they are important to the community. |
| Later
Elementary | 2.5.2 | locate major world events and explain how they impact people and the environment. |
| Middle
School | 2.5.3 | describe how social and scientific changes in regions may have global consequences. |
| | 2.5.4 | describe the geographic aspects of events taking place in different world regions. |
| | 2.5.5 | explain how elements of the physical geography, culture, and history of a region may be influencing current events. |
| High
School | 2.5.6 | explain how geography and major world processes influence major world events. |
| | 2.5.7 | explain the causes and importance of global issues involving cultural stability and change, economic development and international trade, resource use, environmental impact, conflict and cooperation, and explain how they may affect the future. |

Strand 3 Civic Perspective

Standard 3.1 (Purposes of Government)

Students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize governments to accomplish their purposes, and assess their effectiveness.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | |
|-----------------------------|---|
| Early
Elementary | 3.1.1 cite examples of government carrying out its legal authority in their local community. |
| | 3.1.2 describe consequences of not having rules. |
| Later
Elementary | 3.1.3 distinguish among local, state, and national government in the United States and describe the roles of government institutions at all three levels. |
| | 3.1.4 give examples of authority and the use of power without authority. |
| | 3.1.5 give reasons for limiting the power of government. |
| Middle
School | 3.1.6 describe how the federal government in the United States serves the purposes set forth in the Preamble to the Constitution. |
| | 3.1.7 distinguish between representative democracy in the United States and other forms of government. |
| | 3.1.8 explain how the rule of law protects individual rights and serves the common good. |
| | 3.1.9 explain the importance of limited government to protect political and economic freedom. |
| High
School | 3.1.10 explain advantages and disadvantages of a federal system of government. |
| | 3.1.11 evaluate how effectively the federal government is serving the purposes for which it was created. |

3.1.12 evaluate the relative merits of the American presidential system and parliamentary systems.

Strand 3 Civic Perspective

Standard 3.2 (Ideals of American Democracy)

Students will explain the meaning and origin of the ideas, including core democratic values, expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | |
|-----------------------------|---|
| Early
Elementary | 3.2.1 identify aspects of life at school and in the local community that illustrate justice and freedom. |
|
 | |
| Later
Elementary | 3.2.2 interpret the development and summarize the main points in the Declaration of Independence. |
| | 3.2.3 interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law. |
| | 3.2.4 explain responsibilities citizens have to uphold constitutional rights. |
|
 | |
| Middle | 3.2.5 identify the essential ideas expressed in the Declaration of Independence and the origins of those ideas, and explain how they set the foundation for civic life, politics and government in the United States. |
| | 3.2.6 explain means for limiting the powers of government established by the U. S. Constitution. |
| | 3.2.7 describe provisions of the U.S. Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established. |
|
 | |
| High
School | 3.2.8 identify the benefits and challenges of diversity in American life. |
| | 3.2.9 use the ideas in the Declaration of Independence to evaluate the conduct of citizens, political behavior, and the practices of government. |

Strand 3: Civic Perspective

Standard 3.3 (Democracy in Action)

All students will describe the political and legal processes created to make decisions, seek consensus, and resolve conflicts in a free society.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | |
|-----------------------------|--|
| Early
Elementary | 3.3.1 explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values. |
| Later
Elementary | 3.3.2 describe what state and federal courts are expected to do.
3.3.3 describe issues that arise over constitutional rights. |
| Middle
School | 3.3.4 distinguish between civil and criminal procedure.
3.3.5 identify disparities between American ideals and realities and propose ways to reduce them. |
| High
School | 3.3.6 using actual cases, evaluate the effectiveness of civil and criminal courts in the United States.
3.3.7 explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations.
3.3.8 evaluate possible amendments to the Constitution. |

Strand 3: Civic Perspective

Standard 3.4 (American Government and Politics)

Students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | | |
|-----------------------------|--------|--|
| Early
Elementary | 3.4.1 | identify rules at school and in the local community and consider consequences for breaking rules. |
| | 3.4.2 | describe fair ways for groups to make decisions. |
| | 3.4.3 | describe ways that individuals influence each other. |
| Later
Elementary | 3.4.4 | distinguish among making, enforcing, and interpreting laws. |
| | 3.4.5 | explain how law is used to manage conflict in American society. |
| | 3.4.6 | explain the basic organization of the local, state, and federal governments. |
| | 3.4.7 | describe how citizens participate in election campaigns. |
| Middle
School | 3.4.8 | evaluate information and arguments from various sources in order to evaluate candidates for public office. |
| | 3.4.9 | explain how the Constitution is maintained as the supreme law of the land. |
| High
School | 3.4.10 | evaluate proposals for reform of the political system. |
| | 3.4.11 | analyze causes of tension between the branches of government. |

Strand 3: Civic Perspective

Standard 3.5 (American Government and World Affairs)

Students will understand how the world is organized politically, the formation of American foreign policy, and the roles the United States plays in the international arena.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

**Early
Elementary**

3.5.1 distinguish between events in this country and events abroad.

3.5.2 recognize that events in other countries can affect Americans.

**Later
Elementary**

3.5.3 explain various ways that nations of the world interact with each other.

3.5.4 describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.

**Middle
School**

3.5.5 describe the purposes and functions of major international governmental organizations.

3.5.6 describe means used by the United States to resolve international conflicts.

**High
School**

3.5.7 describe the influence of the American concept of democracy and individual rights in the world.

3.5.8 evaluate foreign policy positions in light of national interests and American values.

3.5.9 decide what the relationship should be between the United States and international organizations.

Strand 4 Economic Perspective

Standard 4.1 (Individual and Household Choices)

Students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

**Early
Elementary**

- 4.1.1 identify ways families produce and consume goods and services.
- 4.1.2 list ways that individuals can conserve limited resources.

**Later
Elementary**

- 4.1.3 explain why people must face scarcity when making economic decisions.
- 4.1.4 identify the opportunity costs in personal decision making situations.
- 4.1.5 use a decision making model to explain a personal choice.
- 4.1.6 analyze the costs, benefits, and alternatives to using consumer credit.

**Middle
School**

- 4.1.7 use economic reasoning when comparing price, quality, and features of goods and services.
- 4.1.8 evaluate employment and career opportunities in light of economic trends.
- 4.1.9 analyze the reliability of information when making economic decisions.

**High
School**

- 4.1.10 design a strategy for earning, spending, saving, and investing their resources.
- 4.1.11 evaluate the impact on households of alternative solutions to societal problems such as healthcare, housing, or energy use.

- 4.1.12 analyze ways individuals can select suppliers of goods and services and protect themselves from deception in the marketplace.

Strand 4 Economic Perspective

Standard 4.2 (Business Choices)

Students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

**Early
Elementary**

- 4.2.1 connect economic needs with businesses that meet them.
- 4.2.2 select a particular good or service and describe the types of resources necessary to produce and distribute it.

**Later
Elementary**

- 4.2.3 distinguish between natural resources, human capital, and capital equipment in the production of a good or service.
- 4.2.4 distinguish among individual ownership, partnership, and corporation.
- 4.2.5 examine the historical and contemporary role a major industry has played in the state of Michigan and in the United States.

**Middle
School**

- 4.2.6 using a real example, describe how business practices, profit and a willingness to take risks, enabled an entrepreneur to operate.
- 4.2.7 compare various methods for the production and distribution of goods and services.
- 4.2.8 describe the effects of a current public policy on businesses.
- 4.2.9 examine the historical and contemporary role an industry has played and continues to play in a community.

**High
School**

- 4.2.10 outline a decision making process a business might go through when deciding whether to export to a foreign market.
- 4.2.11 evaluate ways to resolve conflicts resulting from differences between business interests and community values.

Strand 4 Economic Perspective

Standard 4.3 (Role of Government)

Students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | |
|-----------------------------|---|
| Early
Elementary | 4.3.1 describe a good or service provided by the local government and the method of payment. |
| | 4.3.2 identify goods and services their school provides and the people who provide them. |
| | 4.3.3 identify an unmet local economic need and propose a plan to meet it. |
| Later
Elementary | 4.3.4 use a decision making model to explain a choice involving a public good or service. |
| | 4.3.5 distinguish between the economic roles of local, state, and federal governments and cite examples of each. |
| | 4.3.6 use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute. |
| Middle
School | 4.3.7 distinguish between public and private goods using contemporary examples. |
| | 4.3.8 identify and describe different forms of economic measurement. |
| | 4.3.9 use case studies to assess the role of government in the economy. |
| | 4.3.10 distinguish different forms of taxation and describe their effects. |
| High
School | 4.3.11 describe the use of economic indicators and assess their accuracy. |

- 4.3.12 distinguish between monetary and fiscal policy and explain how each might be applied to problems such as unemployment and inflation.
- 4.3.13 compare governmental approaches to economic growth in developing countries.
- 4.3.14 evaluate a government spending program on the basis of its intended and unintended results.
- 4.3.15 select criteria to use in evaluating tax policy.

Strand 4 Economic Perspective

Standard 4.4 (Economic Systems)

Students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

**Early
Elementary**

- 4.4.1 identify examples of markets they experience in their daily life.
- 4.4.2 distinguish between producers and consumers in a market economy.
- 4.4.3 describe how the choices they make impact business decisions.

**Later
Elementary**

- 4.4.4 explain how prices are determined in a market economy and how they serve as a means of allocating resources.
- 4.4.5 describe how they act as a producer and a consumer.
- 4.4.6 analyze how Michigan's location has impacted its economic development.

**Middle
School**

- 4.4.7 compare the historical record of market and command economies in solving the problem of scarcity.
- 4.4.8 describe the roles of the various economic institutions which comprise the American economic system such as governments, business firms, labor unions, banks, and households.
- 4.4.9 use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in the American economy.
- 4.4.10 analyze how purchasers obtain information about goods and services from advertising and other sources.

**High
School**

- 4.4.11 use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in a competitive world market.
- 4.4.12 describe relationships between a domestic economy and the international economic system.
- 4.4.13 evaluate the United States and other economic systems on their ability to achieve broad social goals such as freedom, efficiency, equity, security, development, and stability.
- 4.4.14 describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, and labor unions.
- 4.4.15 compare and contrast a free market economic system with other economic systems.

Strand 4 Economic Perspective

Standard 4.5 (Trade)

Students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | |
|-----------------------------|---|
| Early
Elementary | 4.5.1 recognize economic exchanges in which they participate. |
| | 4.5.2 identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services. |
| Later
Elementary | 4.5.3 trace the national origin of common household items and the trade flows which brought them to the United States. |
| | 4.5.4 describe benefits of international trade to consumers and producers. |
| | 4.5.5 describe how businesses are involved in trade as producers, distributors, importers, and exporters. |
| Middle
School | 4.5.6 identify the current and potential contributions of national and world regions to trade. |
| | 4.5.7 examine the role of the United States government in regulating commerce as stated in the United States Constitution. |
| | 4.5.8 describe the historical development of the different means of payment such as barter, precious metals, or currency to facilitate exchange. |
| High
School | 4.5.9 evaluate the benefits and problems of an economic system built on voluntary exchange. |
| | 4.5.10 trace the historical development of international trading ties. |
| | 4.5.11 explain how specialization, interdependence, and economic development are related. |

4.5.12 describe the effect of currency exchange, tariffs, quotas, and product standards on world trade and domestic economic activity.

Strand 5 Inquiry

Standard 5.1 (Information Processing)

Students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and time lines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | | |
|-----------------------------|-------|---|
| Early
Elementary | 5.1.1 | locate information using people, books, audio/video recordings, photos, simple maps, graphs, and tables. |
| | 5.1.2 | acquire information from observation of the local environment. |
| | 5.1.3 | organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience. |
| Later
Elementary | 5.1.4 | locate information about local, state, and national communities using a variety of traditional sources, electronic technologies, and direct observations. |
| | 5.1.5 | organize social science information to make and interpret maps, graphs and tables. |
| | 5.1.6 | interpret social science information about local, state, and national communities from maps, graphs, and charts. |
| Middle
School | 5.1.7 | locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate. |
| | 5.1.8 | use traditional and electronic means to organize social science information and to make maps, graphs, and tables. |

- 5.1.9 interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.

**High
School**

- 5.1.10 locate information pertaining to a specific social science topic in-depth using a variety of sources and electronic technologies.
- 5.1.11 use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation.
- 5.1.12 develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources.

Strand 5 Inquiry

Standard 5.2 (Conducting Investigations)

Students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

**Early
Elementary**

- 5.2.1 pose a question about life in their school or local community.
- 5.2.2 gather and analyze information in order to answer the question posed.
- 5.2.3 construct an answer to the question posed and support their answer with evidence.
- 5.2.4 report the results of their investigation.

**Later
Elementary**

- 5.2.5 pose a social science question about Michigan or the United States.
- 5.2.6 gather and analyze information using appropriate information technologies to answer the question posed.
- 5.2.7 construct an answer to the question posed and support their answer with evidence.
- 5.2.8 report the result of their investigation, including the procedures followed.

**Middle
School**

- 5.2.9 pose a social science question about a culture, world region, or international problem.
- 5.2.10 gather and analyze information using appropriate information technologies to answer the question posed.
- 5.2.11 construct an answer to the question posed and support their answer with evidence.

5.2.12 report the results of their investigation including procedures followed and possible alternative conclusions.

**High
School**

5.2.13 conduct an investigation prompted by a social science question and compare alternative interpretations of their findings.

5.2.14 report the results of their investigation including procedures followed and a rationale for their conclusions.

Strand 6 Public Discourse and Decision Making

Standard 6.1 (Identifying and Analyzing Issues)

Students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | | |
|-----------------------------|-------|--|
| Early
Elementary | 6.1.1 | pose a question about a matter of public concern that they have encountered in school or in the local community. |
| | 6.1.2 | compare their own viewpoint about the matter raised with that of another individual. |
| Later
Elementary | 6.1.3 | pose local, state, and national policy issues as questions. |
| | 6.1.4 | explain how a particular public issue became a problem and why people disagree about it. |
| | 6.1.5 | evaluate possible resolutions of a public issue. |
| Middle
School | 6.1.6 | state public policy issues and their related ethical, definitional, and factual issues as questions. |
| | 6.1.7 | trace the origins of a public issue. |
| | 6.1.8 | explain how culture and experiences shape positions that people take on an issue. |
| High
School | 6.1.9 | generate possible alternative resolutions to public issues and evaluate them using criteria that have been identified. |

Strand 6 Public Discourse and Decision Making

Standard 6.2 (Group Discussion)

Students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

- | | |
|-----------------------------|---|
| Early
Elementary | 6.2.1 engage each other in conversations about issues pertaining to governing their school. |
| Later
Elementary | 6.2.2 engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy. |
| Middle
School | 6.2.3 engage each other in conversations which attempt to clarify and resolve national and international policy issues. |
| High
School | 6.2.4 engage each other in elaborated conversations that deeply examine public policy issues and help to make reasoned and informed decisions. |

Strand 6 Public Discourse and Decision Making

Standard 6.3 (Persuasive Writing)

Students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.

The following benchmarks are indicators of progress toward meeting this standard.

- | | | |
|-----------------------------|-------|--|
| Early
Elementary | 6.3.1 | compose brief statements expressing a decision on an issue in the school or local community. |
| Later
Elementary | 6.3.2 | compose a short essay expressing a decision on a local, state or national policy issue. |
| Middle
School | 6.3.3 | compose essays expressing decisions on national and international policy issues. |
| High
School | 6.3.4 | compose extensively elaborated essays expressing and justifying decisions on public policy issues. |

Strand 7 Citizen Involvement

Standard 7.1 (Responsible Personal Conduct)

Students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

The following benchmarks are indicators of progress toward meeting this standard. Students will:

**Early
Elementary**

- 7.1.1 help to determine, interpret, and enforce school rules.
- 7.1.2 participate in projects designed to help others in their local community.

**Later
Elementary**

- 7.1.3 report how their behavior has been guided by concern for the law.
- 7.1.4 engage in activities intended to contribute to solving a local, state, or national problem they have studied.

**Middle
School**

- 7.1.5 use laws and other ethical rules to evaluate their own conduct and the conduct of others.
- 7.1.6 engage in activities intended to contribute to solving a national or international problem they have studied.

**High
School**

- 7.1.7 act out of respect for the rule of law and hold others accountable to the same standard.
- 7.1.8 plan and conduct activities intended to advance their views on matters of public policy, report the results of their efforts, and evaluate their effectiveness.